

1941

American history for non-academic high school pupils.

Rexford Hanson Avery
University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Avery, Rexford Hanson, "American history for non-academic high school pupils." (1941). *Masters Theses 1911 - February 2014*. 2686.
Retrieved from <https://scholarworks.umass.edu/theses/2686>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS AMHERST

312066 0306 7649 3

**FIVE COLLEGE
DEPOSITORY**

AMERICAN HISTORY FOR NON-ACADEMIC
HIGH SCHOOL PUPILS

AVERY - 1941

ARCHIVES
THESIS

1941
A955

AMERICAN HISTORY FOR NON-ACADEMIC HIGH SCHOOL PUPILS

by

Rexford Hanson Avery

A PROBLEM IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE MASTER OF SCIENCE DEGREE

MASSACHUSETTS STATE COLLEGE

AMHERST, MASSACHUSETTS

1941

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS	i
INDEX OF CHARTS	iii

CHAPTER I - INTRODUCTION. 1

DEFINITION OF SOCIAL SCIENCE 1

THE IMPORTANCE OF SOCIAL SCIENCES. 1

SPECIFIC AIMS IN THE TEACHING OF HISTORY 2

DIFFICULTIES ENCOUNTERED IN TEACHING AMERICAN
HISTORY. 3

CHAPTER II - OUTLINE OF PROCEDURE 5

(1) PROBLEM. 5

(2) MATERIAL 5

(3) PROCEDURE. 6

CHAPTER III - SUMMARY OF DATA, COMPREHENSIVENESS OF COVERAGE. 10

1. METHOD USED TO DETERMINE COMPREHENSIVENESS OF
COVERAGE. 11

2. FIRST PERIOD - THE INDIAN 11

3. SECOND PERIOD - EARLY DAYS IN AMERICA 11

4. THIRD PERIOD - THE REVOLUTIONARY PERIOD 15

5. FOURTH PERIOD - WESTWARD EXPANSION. 18

6. FIFTH PERIOD - THE CIVIL WAR PERIOD 21

7. SIXTH PERIOD - THE CHANGING WORLD OF TODAY. 24

8. SUMMARY 27

CHAPTER IV - SUMMARY OF DATA, CONSISTENCY OF COVERAGE 28

1. METHOD OF DETERMINING CONSISTENCY OF COVERAGE 28

2. FOOD, CLOTHING, FURNITURE, HOUSES, AND ARCHI-
TECTURE 29

TABLE OF CONTENTS (Continued)

3. DESCRIPTION OF TOWNS, CUSTOMS, EDUCATION, RELIGION, SOCIAL LIFE, AND SPORTS	29
4. BOOKS, NEWSPAPERS, AND OTHER LITERATURE	32
5. MONEY, TRADE, AGRICULTURE, INDUSTRY, COMMUNI- CATION, AND TRANSPORTATION.	32
6. SHIPBUILDING, INVENTIONS, AND INVENTORS	33
7. GOVERNMENT AND POLITICS,	33
8. WEAPONS, MILITARY ACTION, AND NAVAL WARFARE.. .	38
9. FAMOUS MEN, HISTORICAL EVENTS, AND HISTORI- CAL GEOGRAPHY	38
10. INDIANS AND WOODCRAFT	38
11. SUMMARY	41
<u>CHAPTER V- CONCLUSIONS.</u>	43
1. THE IDEA APPEARS POSSIBLE OR NOT.	43
2. THE PRESENT LIST IS ADEQUATE OR NOT	43
3. A NEW LIST.	45
4. DISCUSSION.	47
 APPENDIX.	 48
BIBLIOGRAPHY.	50

INDEX OF TABLES

INDEX OF TABLES

<u>TABLE I</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOK A DURING THE PERIOD OF THE INDIAN.	12
<u>TABLE II</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS B, C, D, E, F, DURING THE PERIOD EARLY DAYS IN AMERICA	13
<u>TABLE III</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS G, H, I, J, K, DURING THE REVOLUTIONARY PERIOD. . . .	16
<u>TABLE IV</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS L, M, N, O, P, DURING THE PERIOD OF WESTWARD EX- PANSION	19
<u>TABLE V</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS Q, R, S, T, U, V, DURING THE CIVIL WAR PERIOD	22
<u>TABLE VI</u>	COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS W, X, Y, Z, Z ₁ , DURING THE PERIOD CHANGING WORLD OF TODAY.	25
<u>TABLE VII</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE FIRST GROUP OF TOPICS.	30
<u>TABLE VIII</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE SECOND GROUP OF TOPICS	31
<u>TABLE IX</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE THIRD GROUP OF TOPICS.	34
<u>TABLE X</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE FOURTH GROUP OF TOPICS	35
<u>TABLE XI</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE FIFTH GROUP OF TOPICS.	36
<u>TABLE XII</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE SIXTH GROUP OF TOPICS.	37
<u>TABLE XIII</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE SEVENTH GROUP OF TOPICS.	39
<u>TABLE XIV</u>	AVERAGE RATING IN THE VARIOUS PERIODS OF THE EIGHTH GROUP OF TOPICS	40

INDEX OF TABLES (Continued)

TABLE XV. . . .	AVERAGE RATING IN THE VARIOUS PERIODS OF THE NINTH GROUP OF TOPICS	41
-----------------	---	----

INTRODUCTION

CHAPTER I

INTRODUCTION

DEFINITION OF SOCIAL SCIENCE. - Before attempting to discuss the emphasis and aims in teaching social sciences, we should have a comprehensive definition of the term. The Century Dictionary defines the term in the following manner:

"The science of all that relates to the social conditions, the relations and the institutions which are involved in man's existence and his well being as a member of an original community. It concerns itself more specifically with questions relating to the public health, education, labor, punishment of crime, reforming criminals, pauperism, and the like. It thus deals with the effect of existing social forces and their results on the general well being of the community, without directly discussing or expounding the theories or examining the problems of sociology of which it may be considered a branch."¹

THE IMPORTANCE OF SOCIAL SCIENCES. - We are living in a constantly changing world. The advent of the industrial revolution, together with the great advancements which have been made in science, have produced a very complex civilization. Along with the new civilization have come innumerable problems which must be solved, not only in order to live, but also to understand and to enjoy life.

Social sciences plan an important part in solving these problems. The youth of today, through the study of these sub-

1. The Century Dictionary and Encyclopedia, Volume IX, p.5744.

jects, should learn how to interpret this civilization and to acquire the knowledge necessary for the solution of any problems which may confront him. Social sciences are necessary in this respect, for they are carefully organized bodies of knowledge, thought, and information about human affairs.

"Social sciences must interpret present day civilization and must aid in directing and controlling its activities and aims wherever possible."²

One way in which we can obtain benefits from the social sciences is by placing a well integrated program of these studies in the secondary school curriculum. Problems from these various fields should be studied: civics, economics, history, geography, jurisprudence, psychology, sociology, ethics, political science, problems of democracy, and anthropology.

An analysis of modern secondary school curricula will show that not all of these subjects are taught in every school. The analysis will show, however, that history, especially American History, is taught in most schools. This is so because many states require that every secondary school pupil study this important subject.

SPECIFIC AIMS IN THE TEACHING OF HISTORY. - According to Arthur C. and David H. Bining³, specific aims in teaching history are as follows:

2. Bining, Arthur C. & David H. Teaching the Social Studies in Secondary Schools, p.26.

3. Ibid., pp.45-46.

1. "The accumulation of certain definite knowledge of the past wisely chosen to explain the present in accord with the general aims of secondary education.
2. "The development of abilities which are needed for impartial and effective investigation of social materials and for rendering constructive judgment and decisions about social affairs.
3. "The understanding of such fundamental principles as the continuity of history, that the life of man and society is dynamic or in a process of ceaseless change, and that the increasing complexity and interdependence of human relations involves many problems and the solution to these problems.
4. "The attainment of noble ideals and high concepts of loyalty to oneself and to one's fellow men by teaching the cost of the elements of civilization during the past.
5. "The inculcation of attitudes of historical mindedness, scientific mindedness, and such other attitudes as will aid in training for citizenship.
6. "The development of cultural interests such as a taste for reading various phases of history, a discriminating interest in art galleries and museums, and an interest in travel."

DIFFICULTIES ENCOUNTERED IN TEACHING AMERICAN HISTORY. - A

high school teacher may be confronted with the problem of teaching American History to a class in which there are some pupils

who are slower than average. The textbook and methods ordinarily used for the subject may be easily understood by the average pupil, but the slower ones may find the course too difficult to master. Therefore a method of teaching should be devised whereby the slower pupils will be able to obtain at least the fundamental concepts of American History. This group of pupils, obviously not of college caliber, does not necessarily have to study the subject in detail. In order to obtain the fundamentals of American life, however, they should study the development of the important social and intellectual phases of our country.

The question naturally arises as to how this can be done. Teachers all over the country have been endeavoring for years to devise a method of teaching the important aspects of history to this non-academic group. The devices used have varied all the way from teaching the same course much more slowly than before, to attempts to mold an entirely new course organization. It is with one of the latter that we are concerned. The suggestion has been made that the important phases of history can be taught through fiction.⁴ This study investigates that suggestion.

⁴.Bailey, Matilda. "One Way to Bridge the Gap." National Education Association Journal, Volume 29, Number 6 (Sept. 1940), p.187.

STATEMENT OF PROBLEM AND PROCEDURE

CHAPTER II

OUTLINE OF PROCEDURE

This study investigates the possibility of enabling non-academic pupils to obtain the basic concepts of the intellectual and social phases of American History by reading historical fiction.

(1) Problem: Is it possible to devise a list of books which will be interesting in themselves and in addition will enable high school pupils not of college caliber to study the social and intellectual phases of American History?

(2) Material: In order to get an answer to this problem, a list already prepared along these lines was selected.⁵ It is as follows:

UNIT I. THE INDIAN.

A. Hiawatha - Longfellow

UNIT II. EARLY DAYS IN AMERICA.

B. To Have and To Hold - Johnson

C. The Courtship of Miles Standish - Longfellow

D. The Plains of Abraham - Curwood

E. Arundel - Roberts

F. Glengarry School Days - Gordon

UNIT III. REVOLUTIONARY PERIOD.

G. Alice of Old Vincennes - Thompson

H. Green Mountain Boys - Thompson

I. Janice Merideth - Ford

J. Richard Carvel - Churchill

5. Idem.

K. Drums - Boyd

UNIT IV. WESTWARD EXPANSION.

L. The Long Rifle - White

M. Covered Wagon - Hough

N. Oregon Trail - Parkman

O. Hoosier Schoolmaster - Eggleston

P. Cimarron - Ferber

UNIT V. THE CIVIL WAR PERIOD.

Q. The Little Shepherd of Kingdom Come - Fox

R. The Crisis - Churchill

S. Abraham Lincoln - Drinkwater

T. Forever Free - Morrow

U. The Perfect Tribute

V. The Red Badge of Courage - Crane

UNIT VI. THE CHANGING WORLD OF TODAY.

W. Up From Slavery - Washington

X. At School in the Promised Land - Antin

Y. The Story of My Life - Keller

Z. We - Lindbergh

Z₁ Skyward - Byrd

Hereafter these books, particularly in the tables, will be designated by letter, as indicated above.

(3) Procedure: The specific steps followed in the study were as follows:

(a) A classification was made of the social and intellectual phases of American History considered sufficiently important to be studied. This classifi-

cation was arrived at by an analysis of curriculum material and textbooks in the field of American History. The classification utilized after the analysis was as follows:

1. Food
2. Clothes
3. Furniture
4. Houses
5. Architecture
6. Description of towns
7. Customs
8. Education
9. Religion
10. Social life
11. Sports
12. Books
13. Newspapers
14. Other literature
15. Money
16. Trade
17. Agriculture
18. Industry
19. Communication
20. Transportation
21. Shipbuilding
22. Inventors
23. Inventions

- 24. Government
- 25. Politics
- 26. Weapons
- 27. Military action
- 28. Naval warfare
- 29. Famous men
- 30. Historical events
- 31. Historical geography
- 32. Indians
- 33. Woodcraft
- 34. Setting

(b) An analysis was made of the books in each period and material therein was checked as per above classification.

In general an attempt was made to rate the adequacy of each book in giving a good picture of each classification topic on the basis of one to five: where one indicated a mere mention and five indicated an excellent picture of the topic.

(c) A tabular analysis of the results was made from two standpoints:

(1) Comprehensiveness of coverage in each period.

That is to say, if a pupil read some or all of the books in any one period of American History, would he have a complete picture of all the intellectual and social topics of that period?

(2) Consistency of appearance in each successive period. That is to say, did any topic have gaps in the picture as it developed from period to period up through history?

(d) An attempt was made to suggest a new list on the basis of (c).

The results from the study are found in the following chapters.

SUMMARY OF DATA - COMPREHENSIVENESS OF COVERAGE

CHAPTER III

SUMMARY OF DATA - COMPREHENSIVENESS OF COVERAGE

Before a high school teacher devises a list of books to be read by non-academic pupils in order that they will be able to study the important social and intellectual phases of Anerican History, she should know whether or not the books contain the information which is essential if the idea is to be successful.

The central thought in this chapter is to show the degree of the comprehensiveness of coverage of the books listed in the introduction. The term comprehensiveness of coverage should be explained before an attempt is made to analyze the following tables. The Century Dictionary defines comprehensiveness as follows: "having the quality of comprehension or including a great number of particulars of a wide extent."⁶

This definition applies to this chapter very nicely. The following tables include a large number of particulars, topics in this case, and the ratings beside the topics show to what degree they are covered. The topics listed include the most important aspects of American social and intellectual life.

If a high school pupil read some or all of the books in any one period, would he obtain a complete picture of the social and intellectual life of that period? The following tables are set up so that one will be able to ascertain the degree of comprehensiveness of coverage in each period.

6. Century Dictionary, Volume 3, p.1155.

1. METHOD USED TO DETERMINE COMPREHENSIVENESS OF COVERAGE.

An attempt was made to rate the adequacy of each book in giving a good picture of each topic on the basis of one to five. One indicates a mere mention and five indicates an excellent picture of the topic.

2. FIRST PERIOD - THE INDIAN. - The first period considered in this study was that of the Indian. Only one book dealt with this period. It was Longfellow's "Hiawatha." The ratings of this work on the various topics are found in Table I.

There are many topics which are not covered by book A. It must be remembered, however, that many of the topics, such as architecture, books, newspapers, other literature, trade, industry, inventors, inventions, politics, naval warfare, famous men, and historical events, were not a part of the Indian civilization.

The topics which were a part of the Indian civilization, but which were not covered by book A are as follows: description of towns, money, communication, and military action. In general, however, this book may be considered adequate for an introduction to this first period.

3. SECOND PERIOD - EARLY DAYS IN AMERICA. - The second period takes in the years 1620 to 1775. There is much to know about life in this period and therefore five books have been selected to depict life in this period. These are as follows:

B. To Have and To Hold - Johnson

C. The Courtship of Miles Standish - Longfellow

TABLE I

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOK A
DURING THE PERIOD OF THE INDIAN

Topic	Book A	Topic	Book A
Food	3	Transportation	1
Clothing	2	Shipbuilding	1
Furniture	2	Inventors	
Houses	2	Inventions	
Architecture		Government	1
Description of towns		Politics	
Customs	3	Weapons	2
Education	3	Military action	
Religion	2	Naval warfare	
Social life	1	Famous men	
Sports	2	Historical events	
Books		Historical geography	1
Newspapers		Indians	4
Other literature		Woodcraft	3
Money		Setting	before 1620 America
Trade			
Agriculture	2		
Industry			
Communication			

D. The Plains of Abraham - Curwood

E. Arundel - Roberts

F. Glengarry School Days - Gordon

The ratings of these books on the various topics are found in Table II.

TABLE II

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS
B, C, D, E, F, DURING THE PERIOD EARLY DAYS IN AMERICA

Topic	Book				
	B	C	D	E	F
Food	2	2	3	3	2
Clothing	3	4	4	3	2
Furniture	3	3	3	2	1
Houses	3	3	3	3	2
Architecture					
Description of towns	2	3		1	
Customs	2	2	2	2	2
Education			2	3	5
Religion		2	1	1	1
Social life	2		2	1	1
Sports	1		1	1	3
Books		3	3	1	2
Newspapers					
Other literature					

TABLE II (Continued)

Topic	Book				
	B	C	D	E	F
Money					
Trade	1			1	
Agriculture	2	2	3	1	2
Industry	1	1	2	2	1
Communication			1		
Transportation	3	1	2	1	1
Shipbuilding				1	
Inventors					
Inventions					
Government	2	3		1	
Politics				1	
Weapons	3	3	4	3	1
Military action	1	1	4	3	
Naval warfare					
Famous men		2	4	3	
Historical events	1	1	3	3	
Historical geography	1	1	2	2	
Indians	2	3	3	2	
Woodcraft	1	1	3	4	
Setting	Jamestown 1620-30	Plymouth 1620	N.Y. State 1750-	Me. 1770	U.S. 1775

The topics architecture, newspapers, other literature, money, inventors, inventions, and naval warfare were not covered by any of the books in this period. The topics communication, shipbuilding were covered by one book. The topics description of towns, education, government, and famous men were covered by three books. Religion, sports, social life, books, military action, historical events, historical geography, Indians, and woodcraft were covered by four books. The topics food, clothing, furniture, houses, customs, agriculture, industry, transportation, and weapons were covered by all five books.

It will be noticed that some of the books cover approximately the same topics; it is therefore unnecessary for a pupil to read all five books. Hence, according to our ratings, we would suggest that books C and E be eliminated from the list.

4. THIRD PERIOD - THE REVOLUTIONARY PERIOD. - The third period in this study covers the years from 1760 to 1820. These were crucial years for the country and there is a great deal of material to be studied and learned about it. There are five books that cover this period. They are as follows:

G. Alice of Old Vincennes - Thompson

H. Green Mountain Boys - Thompson

I. Janice Merideth - Ford

J. Richard Carvel - Churchill

K. Drums - Boyd

The ratings of these books are found in Table III.

TABLE III

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS
G, H, I, J, K, DURING THE REVOLUTIONARY PERIOD

Topic	Book				
	G	H	I	J	K
Food	2	2	4	2	3
Clothing	2	1	3	3	5
Furniture	1	2	1	2	2
Houses	2	3	2	1	3
Architecture					
Description of towns	1		1		1
Customs	2	3	3	2	4
Education				2	4
Religion	1		1	1	2
Social life	1		2	4	4
Sports	1		1	3	3
Books	1		2	1	1
Newspapers			3	1	
Other literature			1		1
Money		1	1		2
Trade				1	2
Agriculture			3	1	
Industry					
Communication		1			

TABLE III (Continued)

Topic	Book				
	G	H	I	J	K
Transportation	1	2	3	4	5
Shipbuilding					
Inventors					
Inventions					
Government	1	1	2	1	
Politics			1	2	1
Weapons	2	3	4	2	5
Military action	2	3	3		3
Naval warfare				2	2
Famous men	1	3	5	2	3
Historical events	1	3	5	3	3
Historical geography	2	2	3	1	1
Indians	2	1			
Woodcraft	2	1			
Setting	Indiana Vermont N.Y., N.J. Md. N. C.				
	1778	1775-	1770-	1780-	1780-

In this period the following topics were not mentioned by any of the books: architecture, industry, shipbuilding, inventors, and inventions. Communication was mentioned in but one

book. Education, newspapers, other literature, trade, agriculture, naval warfare, Indians, and woodcraft were mentioned in two of the books. These topics were covered by three of the books: description of towns, money, and politics. The topics religion, social life, sports, books, government, and military action were covered by four books. The following topics were covered by all five books: food, clothing, furniture, houses, customs, transportation, weapons, famous men, historical events, and historical geography.

This table shows very clearly that all five books cover just about the same topics; therefore it would be unnecessary for a pupil to read all of them. With this point in mind, and in accordance with our ratings, we suggest that books G, H and J be eliminated.

5. FOURTH PERIOD - WESTWARD EXPANSION. - There are five books included in this period which covers the years 1820 to 1910. The books attempt to give a picture of the early west and to show how it gradually became "civilized" and respectable after nearly one hundred years of strife and struggle. The books included in this period are:

- L. The Long Rifle - White
- M. Covered Wagon - Hough
- N. Oregon Trail - Parkman
- O. The Hoosier Schoolmaster - Eggleston
- P. Cimarron - Ferber

The ratings of these books on the various topics will be found in Table IV.

TABLE IV

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS

L, M, N, O, P, DURING THE PERIOD OF WESTWARD EXPANSION

Topic	Book				
	L	M	N	O	P
Food	4	3	3	1	3
Clothing	3	2	3	1	5
Furniture	1		1	1	4
Houses	2		2	2	4
Architecture	1		1		4
Description of towns	1				2
Customs	4	3	4	3	5
Education	1			4	2
Religion		1		2	1
Social life	2	2	2	1	5
Sports	1		2		1
Books			1	1	1
Newspapers					3
Other literature					
Money	2	1			1
Trade	4				3
Agriculture		2		1	1
Industry			1		4
Communication	1	1			2

TABLE IV (Continued)

Topic	Book				
	L	M	N	O	P
Transportation	2	1	2	1	5
Shipbuilding					
Inventors					
Inventions					
Government		2			2
Politics		1		2	2
Weapons	2	2	2		1
Military action	1	2			
Naval warfare					
Famous men	1	2			2
Historical events	1				4
Historical geography	1	3		1	1
Indians	5	2	5		4
Woodcraft	4	2	3		1
Setting	West 1823-	West 1848-	West 1846-	Indiana 1871	Okla. 1879- Present

In this period there are five topics which were not covered by any of the books; they are as follows: other literature, shipbuilding, inventors, inventions, and naval warfare.

The topic newspapers was mentioned by one out of the five books for the period. The topics description of towns, trade, industry, government, military action, and historical events were covered by two books. The following topics were covered by three books: architecture, education, religion, sports, books, money, agriculture, communication, politics, and famous men. The topics furniture, houses, historical geography, weapons, Indians, and woodcraft were covered by four of the books. All five books covered these topics: food, customs, and transportation.

There is no need for a pupil to read all of these books, since they all cover approximately the same topics; therefore according to our ratings, we would suggest that books N and O be eliminated from the list.

6. FIFTH PERIOD - THE CIVIL WAR PERIOD. - The fifth period considered in this study covered the years from 1850 to 1865 which can be rightfully called the worst fifteen years ever faced by the nation. There are six books in the period which try to depict life and sentiment of the people in both the North and the South, before, during and after the Civil War. These are as follows:

Q. The Little Shepherd of Kingdom Come - Fox

R. The Crisis - Churchill

S. Abraham Lincoln - Drinkwater

T. Forever Free - Morrow

U. The Perfect Tribute - Andrews

V. The Red Badge of Courage - Crane

The ratings for these six books will be found in Table V.

TABLE V

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS
Q, R, S, T, U, V, DURING THE CIVIL WAR PERIOD

Topic	Book					
	Q	R	S	T	U	V
Food	2	2		2	1	
Clothing	3	3		4	1	
Furniture	2	2		2		
Houses	3	1		1		
Architecture	2					
Description of towns	1	1				
Customs	4	3	1	3	1	
Education	3	2				
Religion	1	1				
Social life	4	2	3			
Sports	3	1				
Books	1	1	1	1		
Newspapers		2		2		
Other literature			1	1		
Money	1	2		2		
Trade	1	2		1		
Agriculture	2	1				
Industry						
Communication	1	1	1	1		

TABLE V (Continued)

Topic	Book					
	Q	R	S	T	U	V
Transportation	2	3		2	1	1
Shipbuilding						
Inventors						
Inventions				1		
Government		2		4		
Politics		4	1	3		
Weapons	2	4		1	4	
Military action	3	5	1	3	5	
Naval warfare						
Famous men	3	5	3	5		1
Historical events	2	5	2	5	1	2
Historical geography	3	3	1	2		1
Indians						
Woodcraft						
Setting	South before Civil War	St. Louis 1857- 1865	Civil War	Washing- ton Civil War	Civil War 1861	Wash- ing- ton 1863

Shipbuilding, inventors, naval warfare, Indians, and woodcraft were not covered by any of the books in this period. The topics architecture and inventions were covered by but one book.

Two of the books mentioned the following topics: description of towns, education, religion, other literature, sports, newspapers, agriculture, and government. The topics furniture, houses, social life, money; trade, and politics were covered by three books. The topics food, clothing, books, communication, and weapons were covered by four books. Customs, transportation, military action, famous men, and historical geography were covered by five of the books. The topic historical events is the only one covered by all six books.

Some of the books in this period do not cover many of the topics, while others cover approximately the same topics. Therefore, according to our ratings, we would eliminate books S, U, and V.

7. SIXTH PERIOD - THE CHANGING WORLD OF TODAY. - This period is included in the study to show the changes that have taken place in American life from the close of the Civil War down to the present time. There are five books included in this period and for the most part they give good descriptions of various phases of life, education, science, exploration, etc.

W. Up From Slavery - Washington

X. At School in the Promised Land - Antin

Y. The Story of My Life - Keller

Z. We - Lindbergh

Z₁ Skyward - Byrd

The ratings for these books on the various topics will be found in Table VI.

TABLE VI

COMPREHENSIVENESS OF COVERAGE OF THE VARIOUS TOPICS BY BOOKS
W, X, Y, Z, Z₁, DURING THE PERIOD CHANGING WORLD OF TODAY

Topic	Book				
	W	X	Y	Z	Z ₁
Food	2	1		2	1
Clothing	2	2	2	1	1
Furniture	3	2		2	
Houses	2	3		3	
Architecture		2			
Description of towns		2			
Customs	3	2	2	2	
Religion	1				
Education	5	5	5	2	2
Social life	1	2	2		
Sports	1	2	2	1	
Books	1	2	4		
Newspapers	2	2	2		1
Other literature		1	3		
Money	2	1		1	2
Trade					
Agriculture	3				
Industry		2		2	
Communication			2	1	

TABLE VI (Continued)

Topic	Book				
	W	X	Y	Z	Z ₁
Transportation	1	2	2	4	4
Shipbuilding					
Inventors				2	3
Inventions				2	3
Government					1
Politics	1				1
Weapons				1	
Military action					
Naval warfare					
Famous men	2	1	2	3	3
Historical events	2			2	3
Historical geography	1				2
Indians					
Woodcraft					
Setting	South after Civil War	Boston 1900	U.S. 1890-	U.S. 1900 to 1927	U.S. 1900 to 1930

The topics trade, shipbuilding, military action, naval warfare, Indians, and woodcraft were not mentioned by any of the books. The following topics were covered by one of the

books: architecture, description of towns, religion, agriculture, government, and weapons. Two of the books covered these topics: other literature, industry, communication, inventors, inventions, politics, and historical geography. These topics, furniture, houses, social life, books, and historical events were mentioned by three of the books. Four books covered these topics: food, customs, sports, newspapers, and money. The topics clothing, education, transportation, and famous men were covered by all five books.

8. SUMMARY. - The study of comprehensiveness of coverage for the different periods of history led to the conclusion that the following books should be retained:

A, B, D, F, I, K, L, M, P, Q, R, T, W, X, Y, Z, Z₁;

and the following books could be dispensed with:

C, E, G, H, J, N, O, S, U, V.

SUMMARY OF DATA - CONSISTENCY OF COVERAGE

CHAPTER IV

SUMMARY OF DATA - CONSISTENCY OF COVERAGE

In the preceding chapter we have analyzed a list of books as to the comprehensiveness of coverage of the various phases of life in the periods of American History. The books in the list must not only give a good picture of life in a certain period, but they must also give a consistent development of the various phases of life from the period of the Indian down to the present time.

The purpose of this chapter is to find out whether or not there is a consistency of coverage of the various intellectual and social phases of American life from the very early days in America through the important periods, to the present time. According to the Century Dictionary, consistency means a "harmonious connection of related things or principles."⁷

In order to show just how consistent these books are in covering all the topics in all the periods, tables have been set up which will show the degree of the consistency of coverage. It is necessary to explain how these tables were constructed if the reader is to interpret the results.

1. METHOD OF DETERMINING CONSISTENCY OF COVERAGE. - The table is composed of two sections, Period and Topic. The periods and the topics are the same as those in the tables included in Chapter III. Upon examination of any table in Chapter III, one will notice that beside each topic there are numerical ratings. The method used to find the numerical

7. Ibid., p.1209.

values for the tables in this chapter is as follows: take, for example, the topic food. All the ratings in any one period concerning the topic food in the various books were added together and divided by the number of books in the period. Thus an average rating of the topic was found for each period. It should be stated here that in the following tables a rating of less than one is taken to indicate that that topic is inadequately covered.

2. FOOD, CLOTHING, FURNITURE, HOUSES, AND ARCHITECTURE.

The consistency of coverage of these phases of American life by the books included in this study is shown in Table VII.

The topics food, clothing, and furniture are adequately covered in every period. The topic houses, as will be noticed, is consistently covered in all but period V. The topic architecture, which includes descriptions of buildings, churches, etc., is covered only in period IV. There is no mention at all of this topic in the first three periods, and an inadequate discussion of it in the last two periods.

3. DESCRIPTION OF TOWNS, CUSTOMS, EDUCATION, RELIGION, SOCIAL LIFE, AND SPORTS.

- The following table shows to what degree these phases of American life are consistently covered by the books under consideration in this study. Table VIII.

TABLE VII

AVERAGE RATING IN THE VARIOUS PERIODS
OF THE FIRST GROUP OF TOPICS

Period	Topic				
	Food	Cloth- ing	Furniture	Houses	Archi- tecture
I. The Indian (Until 1620)	3	2	2	2	
II. Early Days in America (1620-1775)	2.4	3	2.4	2.8	
III. The Revolution- ary Period (1760-1820)	2.6	2.8	1.6	2.2	
IV. Westward Expan- sion (1820-1910)	2.8	2.8	1.6	2	1.2
V. The Civil War Period (1850-1865)	1.1	1.8	1	.8	.3
VI. The Changing World of Today (1865-1930)	1.2	1.6	1.4	1.6	.4

TABLE VIII
AVERAGE RATING IN THE VARIOUS PERIODS
OF THE SECOND GROUP OF TOPICS

Period	Topic					
	Description of towns	Cus- toms	Educa- tion	Reli- gion	Social life	Sports
I. The Indian (Until 1620)		3	3	2	1	2
II. Early Days in America (1620-1775)	.8	2	2	1	1.2	1.2
III. The Revolu- tionary Period (1760-1820)	.6	2.8	1.6	1	2.2	1.6
IV. Westward Ex- pansion (1820-1910)	.6	3.8	1.4	.8	2.2	.8
V. The Civil War Period (1850-1865)	.3	2	.8	.3	1.5	.6
VI. The Changing World of Today (1865-1930)	.4	1.8	3.8	.2	1	1.2

The topic description of towns is not covered at all in the first period and inadequately covered in the remaining

five periods. The topics customs and social life are covered quite well in all six periods. Education is adequately covered in all but the fifth period. The topic religion is described satisfactorily only in the first three periods.

4. BOOKS, NEWSPAPERS, AND OTHER LITERATURE. - The books which were analyzed in this study for certain phases of American life mentioned these three topics; that is, they mentioned newspapers, books, magazines and the like which were read in the various periods of American History. The consistency of coverage of these topics in all periods is shown in Table IX.

There are no books mentioned in the first period, which is quite natural. The topic is adequately covered in periods II, III, and VI. Newspapers are not covered at all in periods I and II; inadequately covered in periods III, IV, and V; adequately covered in period VI. Other literature, which includes plays, songs, magazines, etc., is not covered at all in periods I, II, and IV, and inadequately covered in periods III, V, and VI.

5. MONEY, TRADE, AGRICULTURE, INDUSTRY, COMMUNICATION, AND TRANSPORTATION. - The consistency of coverage of these economic phases of American life by the books included in this study is shown in Table X.

The topic money is not covered at all in periods I and II; inadequately covered in periods III, IV, and V; adequately covered in period VI. Trade is not mentioned at all in periods I and VI; inadequately covered in periods II and III; adequately covered in the sixth period. Agriculture is in-

adequately covered in periods III, V, and VI; satisfactorily covered in periods I, II, and IV. Industry is not covered at all in periods I, III, and V; inadequately covered in period VI; adequately covered in periods II and IV. The topic communication is mentioned in all but the first period. Nevertheless the topic is not adequately covered in any period. Transportation is satisfactorily covered in all periods.

6. SHIPBUILDING, INVENTIONS, AND INVENTORS. - The consistency of coverage of these phases of American life, which depict to a certain extent the constructive and ingenious nature of the American people, is shown in Table XI.

The topic shipbuilding is satisfactorily covered in the first period, inadequately covered in the second period, and not mentioned at all in the last four periods. Inventions are not covered at all in the first four periods, inadequately covered in the fifth period, and adequately covered in the sixth period. The topic inventors, as might be expected, is covered in just about the same way as the topic inventions. There are no inventors mentioned for the first five periods, but the topic is adequately discussed in period VI.

7. GOVERNMENT AND POLITICS. - The consistency of coverage in all periods of these two important phases of American life is shown in Table XII.

TABLE IX
AVERAGE RATING IN THE VARIOUS PERIODS
OF THE THIRD GROUP OF TOPICS

Period	Topic		
	Books	Newspapers	Other Literature
I. The Indian (Until 1620)			
II. Early Days in America (1620-1775)	1.8		
III. The Revolutionary Period (1760-1820)	1	.8	.4
IV. Westward Ex- pansion (1820-1910)	.6	.6	
V. The Civil War Period (1850-1865)	.6	.6	.3
VI. The Changing World of Today (1865-1930)	1.4	1.4	.8

TABLE X

AVERAGE RATING IN THE VARIOUS PERIODS
OF THE FOURTH GROUP OF TOPICS

Period	Topic					
	Money Trade	Agri- cul- ture	Indus- try	Commu- nica- tion	Trans - porta- tion	
I. The Indian (Until 1620)		2			1	
II. Early Days in America (1620-1775)	.4	2	1.4	.2	2	
III. The Revolution- ary Period (1760-1820)	.8	.6	.8	.2	3	
IV. Westward Ex- pansion (1820-1910)	.8	1.4	1.4	1	.8	2.2
V. The Civil War Period (1850-1865)	.8	.6	.5	.6	1.5	
VI. The Changing World of Today (1865-1930)	1.2		.6	.8	.6	2.6

TABLE XI

AVERAGE RATING IN THE VARIOUS PERIODS
OF THE FIFTH GROUP OF TOPICS

Period	Topic		
	Shipbuilding	Inventions	Inventors
I. The Indian (Until 1620)	1		
II. The Early Days in America (1620-1775)	.2		
III. The Revolution- ary Period (1760-1820)			
IV. Westward Ex- pansion (1820-1910)			
V. The Civil War Period (1850-1865)		.2	
VI. The Changing World of Today (1865-1930)		1	1

TABLE XII
AVERAGE RATING IN THE VARIOUS PERIODS
OF THE SIXTH GROUP OF TOPICS

Period	Topic	
	Government	Politics
I. The Indian (Until 1620)	1	
II. The Early Days in America (1620-1775)	1.2	.2
III. The Revolutionary Period (1760-1820)	1	.8
IV. Westward Expansion (1820-1910)	.8	1
V. The Civil War Period (1850-1865)	1	1.3
VI. The Changing World of Today (1865-1930)	.2	.3

The topic government is satisfactorily covered in periods I, II, III, and V. There is a mention of the topic in periods IV and VI, but it is not a satisfactory coverage. The topic politics is not mentioned at all in the first period, inadequately covered in the second, third, and sixth periods. There is satisfactory coverage of the topic only in periods IV and V.

8. WEAPONS, MILITARY ACTION, AND NAVAL WARFARE. - The consistency of coverage of these topics which are connected with the formation, expansion, preservation, and defense of the United States by force is shown in Table XIII.

Weapons are described very well in all but the sixth period. Military action or military strategy is not mentioned at all in periods I and VI and inadequately discussed in period IV. The topic is adequately covered in periods II, III, and V. Naval warfare is mentioned only in the third period, and inadequately discussed at that.

9. FAMOUS MEN, HISTORICAL EVENTS, AND HISTORICAL GEOGRAPHY. - Every student of American History should know about the famous men, famous places, and historical events which have played an important part in the growth of the country. The consistency of coverage of these phases of American History by the books under consideration in the study is shown in Table XIV.

The topic famous men is discussed satisfactorily in all but the first period, which is to be expected. The topic historical events is adequately covered in all but the first period. The topic historical geography or famous places is covered satisfactorily in all but the sixth period.

10. INDIANS AND WOODCRAFT. - These two phases of American life, although not of great importance at the present time, played an important part in the development of the country. The consistency of coverage of these topics by the books under consideration in the study is shown in Table XV.

TABLE XIII

AVERAGE RATING IN THE VARIOUS PERIODS
OF THE SEVENTH GROUP OF TOPICS

Period	Topic		
	Weapons	Military Action	Naval Warfare
I. The Indian (Until 1620)	2		
II. Early Days in America (1620-1775)	2.8	1.8	
III. The Revolu- tionary Period (1760-1820)	3.2	2.2	.8
IV. Westward Ex- pansion (1820-1910)	1.4	.6	
V. The Civil War Period (1850-1865)	1.8	2.9	
VI. The Changing World of Today (1865-1930)	.2		

TABLE XIV

AVERAGE RATING IN THE VARIOUS PERIODS
OF THE EIGHTH GROUP OF TOPICS

Period	Topic		
	Famous Men	Historical Events	Historical Geography
I. The Indian (Until 1620)			1
II. Early Days in America (1620-1775)	1.8	1.6	1.2
III. The Revolutionary Period (1760-1820)	2.8	3	1.8
IV. Westward Expan- sion (1820-1910)	1	1	1.2
V. The Civil War Period (1850-1865)	2.9	2.9	1.6
VI. The Changing World of Today (1865-1930)	2.2	1.5	.6

TABLE XV
AVERAGE RATING IN THE VARIOUS PERIODS
OF THE NINTH GROUP OF TOPICS

Period	Topic	
	Indians	Woodcraft
I. The Indian (Until 1620)	4	3
II. Early Days in America (1620-1775)	2	1.8
III. The Revolutionary Period (1760-1820)	.6	.6
IV. Westward Expansion (1820-1910)	3.2	2
V. The Civil War Period (1850-1865)		
VI. The Changing World of Today (1865-1930)		

The topic Indians is not mentioned at all in the fifth and sixth periods; inadequately covered in the third period; and satisfactorily covered in periods I, II, and III. Woodcraft is not covered at all in periods V and VI; inadequately covered in the third period; adequately covered in the first, second, and fourth periods.

11. SUMMARY. - The summary of this chapter is divided into two parts:

1. The social and intellectual phases of American life which were adequately covered throughout the periods of American History. These topics are as follows:

- | | |
|----------------|--------------------------|
| 1. Food | 11. Agriculture |
| 2. Clothing | 12. Transportation |
| 3. Furniture | 13. Government |
| 4. Houses | 14. Weapons |
| 5. Customs | 15. Military action |
| 6. Education | 16. Famous men |
| 7. Social life | 17. Historical events |
| 8. Sports | 18. Historical geography |
| 9. Books | 19. Indians |
| 10. Trade | 20. Woodcraft |

2. The social and intellectual phases of American life which were inadequately covered throughout the periods of American History. These topics are as follows:

- | | |
|-------------------------|-------------------|
| 1. Architecture | 8. Communication |
| 2. Description of towns | 9. Shipbuilding |
| 3. Religion | 10. Inventions |
| 4. Newspapers | 11. Inventors |
| 5. Other literature | 12. Politics |
| 6. Money | 13. Naval warfare |
| 7. Industry | |

CONCLUSIONS

CHAPTER V

CONCLUSIONS

In the preceding chapters we have analyzed certain books as to their comprehensiveness and consistency of coverage of important social and intellectual phases of American life in all the periods of history from the time of the Indian to the present time. The purpose of this study is to determine whether or not a list of books could be compiled which would enable non-academic high school pupils to study the important social and intellectual phases of American History. The results of this study are summarized below under three headings.

1. THE IDEA APPEARS POSSIBLE OR NOT. - From the analysis it is concluded that the important social and intellectual phases of American History can be studied by reading historical fiction. In general, the books which were chosen as possible sources of such information, after careful analysis, were found to cover these important phases adequately,

That is to say, although in many cases the details were lacking, there was still present in the various books sufficient description to serve as a background of understanding. For example, the topic "government" is a typical case. This topic is considered to have been adequately treated because from the various books the student would obtain a good general idea of the development of government in the United States.

2. THE PRESENT LIST IS ADEQUATE OR NOT. - There are twenty-seven selections in the list of books under consideration. These books cover 9,197 pages, far too many for high

school pupils to read in a school year. We believe that the list is too long and that some of the books should be eliminated.

The tables in Chapter III clearly show the comprehensiveness of coverage of all the books. We can be sure, from the tables, which books are satisfactory and which are inadequate or superfluous. As a result of this analysis, several books have been eliminated from the list, reducing it to seventeen.

The tables show that not only is the list of books too long, but it is inadequate because the books included therein do not satisfactorily cover all the important social and intellectual phases of American History. This has been clearly shown by the tables in Chapters III and IV. These books must do more than give a good picture of life in each period. The individual topics must be discussed and covered adequately in all periods in order that the pupils will be able to trace the development of the various phases of American History. The degree of consistency of coverage of the books in all periods is clearly shown by the tables in Chapter IV. Some of the topics are covered quite well, and are listed in the summary of Chapter IV. The topics not adequately covered have also been listed in the summary of Chapter IV.

From the analysis we can conclude that the present list of books is not adequate. It is too long and the books therein do not cover all the important social and intellectual phases of American History with a sufficient degree of thoroughness.

3. A NEW LIST. - We have just stated that the present list is inadequate. If the method is to be successful, a new list must be devised which will adequately cover the phases of American life which are not covered by the present list (see Summary, Chapter IV).

It is no easy task to find books which are both interesting and contain the necessary information. All books selected must first be read and analyzed in the same manner as the books in the list. After a new list has been compile, it should be analyzed for consistency of coverage, as was done in Chapter IV.

We are going to attempt to devise a new list. The above points must be kept in mind, for this list will not be analyzed for consistency of coverage.

New List of books to be used in teaching American History to non-academic high school pupils.

UNIT I. THE INDIAN.

A. Hiawatha - Longfellow

UNIT II. EARLY DAYS IN AMERICA.

B. To Have and To Hold - Johnson

C? The Plains of Abraham - Curwood

D. Glengarry School Days - Gordon

UNIT III. REVOLUTIONARY PERIOD.

E. Janice Merideth - Ford

F. Drums - Boyd

UNIT IV. WESTWARD EXPANSION.

G. The Long Rifle - White

+H. The Patience of John Morland - Dillon

I. Covered Wagon - Hough

J. Cimarron - Ferber

UNIT V. THE CIVIL WAR PERIOD.

K. The Little Shepherd of Kingdom Come - Fox

L. The Crisis - Churchill

M. Forever Free - Morrow

+N. Running the Gauntlet - Frothingham

+O. Arrows of the Almighty - Johnson

UNIT VI. THE CHANGING WORLD OF TODAY.

P. Up From Slavery - Washington

+Q. The Bomb - Harris

+R. Old Home Town - Lane

S. At School in the Promised Land - Antin

+T. McCrewe's Career - Churchill

U. The Story of My Life - Keller

V. We - Lindbergh

W. Skyward - Byrd

+ New books added to the list

4. DISCUSSION. - It must be stated that in this method of teaching American History, pupils will not be confronted by the many details ordinarily found in textbooks. This is, however, exactly what we wish to get away from, for the non-academic high school pupil does not need to study the subject in as much detail as the college preparatory pupil.

In our opinion, it is more desirable to find a method which will enable these non-academic pupils to study American life and at the same time obtain a general background in American History. We believe that it is more important for them to study the social and economic aspects of this country. Without doubt, these pupils will receive no further formal education. It is important, therefore, that they obtain an insight of American people, how they lived, worked, played, and studied. If they have an understanding of these phases of American life, they will appreciate to a greater degree the great advancements which have been made in this country. They will be able to trace the development of many famous American institutions, customs and the like. In short, they will know something about the people who live in and make this country rather than knowing only about those few persons who fought for and ran this country. After all, it is the ordinary citizen who is the backbone of any nation.

This can be accomplished, according to the findings of this study, by reading historical fiction.

APPENDIX

APPENDIX

The list of books read in this study were those compiled by Matilda Bailey in an article entitled "One Way to Bridge the Gap" from the National Education Association Journal Volume 29, Number 6, (September, 1940) p.187.

Andrews, Mary Raymond Shipman. The Perfect Tribute, New York: Charles Scribner's Sons, 1908. 47 pages.

Antin, Mary. At School in the Promised Land, Boston: Houghton Mifflin Co., 1912. 101 pages.

Boyd, James. Drums, New York: Charles Scribner's Sons, 1925. 490 pages.

Byrd, Richard Evelyn, Skyward, New York: G. P. Putnam's Sons, 1928. 359 pages.

Churchill, Winston. The Crisis, New York: The Macmillan Co., 1923. 522 pages.

Churchill, Winston. Richard Carvel, New York: The Macmillan Co., 1927. 503 pages.

Connor, Ralph. Glengarry School Days, New York: Fleming H. Revell Co., 1902. 340 pages.

Curwood, James Oliver. The Plains of Abraham, New York: Doubleday, Doran & Co., Inc., 1930. 316 pages.

Crane, Stephen. The Red Badge of Courage, New York: D. Appleton & Co., 1925. 265 pages.

Drinkwater, John. Abraham Lincoln, (In Chief Contemporary Dramatists, edited by Thomas H. Dickenson, Vol. II, Houghton Mifflin Co., Boston: 1921. pp.97-124)

Eggleston, Edward. The Hoosier Schoolmaster, New York: Grosset & Dunlap, Inc., 1913. 281 pages.

Ferber, Edna. Cimarron, Garden City, New York: Doubleday, Doran & Co., Inc., 1930. 387 pages.

Ford, Paul Leicester. Janice Merideth, New York: Dodd Mead & Co., 1899. 536 pages.

- Fox, John, Jr. The Little Shepherd of Kingdom Come, New York: Grosset & Dunlap, 1903. 404 pages.
- Hough, Emerson. The Covered Wagon, New York: D. Appleton & Co., 1926. 379 pages.
- Johnson, Mary. To Have and To Hold, Boston: Houghton, Mifflin & Co., 1900. 403 pages.
- Keller, Helen. The Story of My Life, New York: Doubleday, Page & Co., 1908. 431 pages.
- Lindbergy, Charles A. We, New York: G. P. Putnam's Sons, 1927. 318 pages.
- Longfellow, Henry W. The Courtship of Miles Standish, Boston: Houghton, Mifflin & Co., 1893. pp.165-181.
- Longfellow, Henry W. The Story of Hiawatha, Boston: Houghton, Mifflin & Co., 1893. pp.113-164.
- Morrow, Honore Willsie. Forever Free, New York: William Morrow & Co., 1927. 405 pages.
- Parkman, Francis. The Oregon Trail, Boston: Little Brown & Co., 1925. 364 pages.
- Roberts, Kenneth. Arundel, New York: Doubleday Doran & Co., 1930. 612 pages.
- Thompson, Maurice. Alice of Old Vincennes, Indianapolis: The Bowen Merrill Company, 1900. 419 pages.
- Thompson, Daniel Pierce. The Green Mountain Boys, Boston: Lee & Shepard Publishers, 1899. 364 pages.
- Washington, Booker T. Up From Slavery, New York: Doubleday, Page & Co., 1901. 318 pages.
- White, Stewart Edward. The Long Rifle, Garden City, New York: Doubleday Doran & Co., Inc., 1933. 536 pages.

BIBLIOGRAPHY

BIBLIOGRAPHY

Bailey, Matilda. "One Way to Bridge the Gap," National Education Association Journal, Volume 29, Number 6 (September) 1940) p.187.

Bining, Arthur C., David H. Teaching the Social Studies in Secondary Schools, New York & London: McGraw-Hill Book Co., 1935. 417 pages.

Smith, Benjamin E., editor: The Century Dictionary and Encyclopedia, New York: The Century Co., 1911, Volumes 3 and 9.

ACKNOWLEDGEMENTS

The author wishes to acknowledge the help given in the completion of this problem by Dr. Albert W. Purvis of Massachusetts State College.

Problem approved by:

Albert W. Purvis

Harold W. Cary

Date May, 1941

